



Welcome to Today's Webinar!

**School Climate Teams:
Strategic Planning for Integrating
Promotion, Prevention, and Intervention
into School Climate (Part 1)**

This event will start at 11:00 am EDT.

Welcome to Today's Webinar



Audio Information

Dial: 888-455-9679

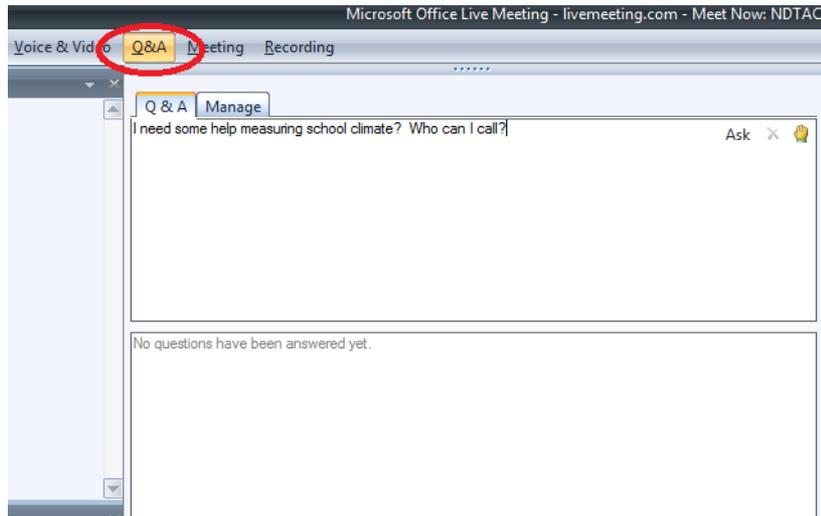
Conference ID: 6283639

If you have technical difficulties logging into the web-based portion of the event, please contact Live Meeting Customer Support at 1 (866) 493-2825.

If you have any questions about the Live Meeting technology or the Webinar, please contact SSSTA at sssta@air.org.



Q&A



If you have a question for the presenters, please type it in the Q & A Pane or email sssta@air.org during the Webinar.

Evaluation



Safe and Supportive Schools
Engagement | Safety | Environment

Participant Feedback

Establishing Supportive Relationships between Teachers, Staff, Students and Families
Wednesday, February 17, 2011

Please provide us with your feedback on today's Webinar by answering the questions below. The form should only take a few minutes to complete and all responses will be completely anonymous. Your participation is voluntary.

* 1. My role can best be described as (please check as many as apply):

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> Community Member | <input type="checkbox"/> School/District Administrator | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Family Member | <input type="checkbox"/> State Administrator | |
| <input type="checkbox"/> School Support Staff Member | <input type="checkbox"/> Student | |

An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

For assistance during the Webinar,
please contact the Safe and Supportive Technical
Assistance Center at sssta@air.org.



The Safe and Supportive Schools Technical Assistance Center



- Funded by the U.S. Department of Education's Office of Safe and Drug-Free Schools.
- Provides training and support to states, including 11 grantees funded under the Safe and Supportive Schools Program and other state administrators; administrators of districts and schools; teachers; support staff at schools; communities and families; and students.
- Goal is to improve schools' conditions for learning through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Drug-Free Schools to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.



<http://safesupportiveschools.ed.gov>

[Site Map](#) | [Help](#) | [Provide Feedback](#) Search



Safe and Supportive Schools

Engagement | Safety | Environment

HomeTechnical AssistanceEventsTopics & ResearchStates & GranteesNewsAbout

Springboard

Roles

- School/District Administrators
- Teachers
- School Support Staff
- State Administrators
- Community & Family

Topics

- Engagement
- Environment
- Safety
- School Climate Measurement



FY2010 Safe and Supportive Schools Grantees

Technical Assistance

Need help improving the conditions for learning in your school, district, or state? [Get Help](#)

Upcoming Events

School Climate Webinar Series: Addressing Risk Behavior through Positive Youth Development Strategies [View Events](#) 

April 13, 4:00 pm – 5:30 pm ET
April 14, 11:00 am – 12:30 pm ET
[Learn More](#)

Survey Webinar Series: Survey Administration

April 27, 4:00 pm – 5:30 pm ET
April 28, 11:00 am – 12:30 pm ET
[Learn More](#)

Research

Healthy People 2010 has been updated. [Learn More](#)

2009 National Survey on Drug Use and Health (NSDUH) data and reports have been released. [Learn More](#)

News Clips

April 01, 2011

New Books, Apps Teach Kids About Their Emotions

USA Today

Magination Press, the American Psychological Association's children's book imprint, has released a

State in Focus

Arizona

On March 29 and April 13, 2011, the Arizona Department of Education will be holding workshops to explore principles of prevention and facets of the SSS grant. For more information, go [here](#).



Desk of Asst. Deputy Secretary

A Moment of Instant Gratification
April 07, 2011



Instant gratification is not usually a big part of my day as a federal bureaucrat. But on March 10, 2011, I got to experience it. March 10 was the White House Conference on Bullying Prevention. It was an amazing day. I sat in the Blue Room of

Technical Assistance

Need help improving the conditions for learning in your school, district, or state? [Get Help](#)

Upcoming Events

School Climate Webinar Series: Addressing Risk Behavior through Positive Youth Development Strategies [View Events](#) 

April 13, 4:00 pm – 5:30 pm ET
April 14, 11:00 am – 12:30 pm ET
[Learn More](#)

Survey Webinar Series: Survey Administration

April 27, 4:00 pm – 5:30 pm ET
April 28, 11:00 am – 12:30 pm ET
[Learn More](#)

Research

Healthy People 2010 has been updated. [Learn More](#)

2009 National Survey on Drug Use and Health (NSDUH) data and reports have been released. [Learn More](#)

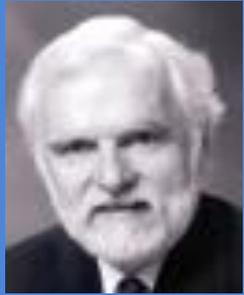
News Clips

April 01, 2011

New Books, Apps Teach Kids About Their Emotions

USA Today

Magination Press, the American Psychological Association's children's book imprint, has released a



School Climate Teams: Strategic Planning for Integrating Promotion, Prevention & Intervention into School Climate (Part 1)

Kevin P. Dwyer, MA, NCSP



Safe and Supportive Schools
Engagement | Safety | Environment



Which of the following best describes your current role?

- State Education Personnel
- District or School Administrator
- Teacher or School Support Staff
- Community or Family Representative
- Student
- Researcher
- Other



Which of the following best describes the primary reason you chose to participate in today's session?

- You are currently a member of a School Climate Team (or similar entity within a school) and are looking for information to inform your practice.
- You are gathering practical information and strategies on School Climate Teams in order to teach it to, or share it with, colleagues.
- You are interested in forming a School Climate Team and are seeking initial information regarding effective strategies to do so.
- All of the above

Role of a School Climate Team in a Safe and Supportive Schools Approach



Grantees for the S3 program plan to:

- Implement a conditions for learning measurement system for schools within its state
- Generate a school safety score for each eligible school using survey data and incident data to identify needs and interventions
- Implement programmatic interventions to address those areas of need
- Use data collected:
 - to engage families in a discussion;
 - examine how schools setting policies and practices promote or inhibit student safety from physical violence or
 - consider how practices might reduce disruptive behaviors, suspensions and expulsions.

Role of a School Climate Team in a Safe and Supportive Schools Approach



- Therefore, each school needs a diverse group of individuals to review the survey data and incident data; and designate priority areas to be addressed through programmatic interventions.
- Training and support for implementation begin and this team serves an on-going role in reviewing periodic data and keeping implementation on track.





- **Part 1: Strategic Planning for Integrating Promotion, Prevention and Intervention into School Climate**

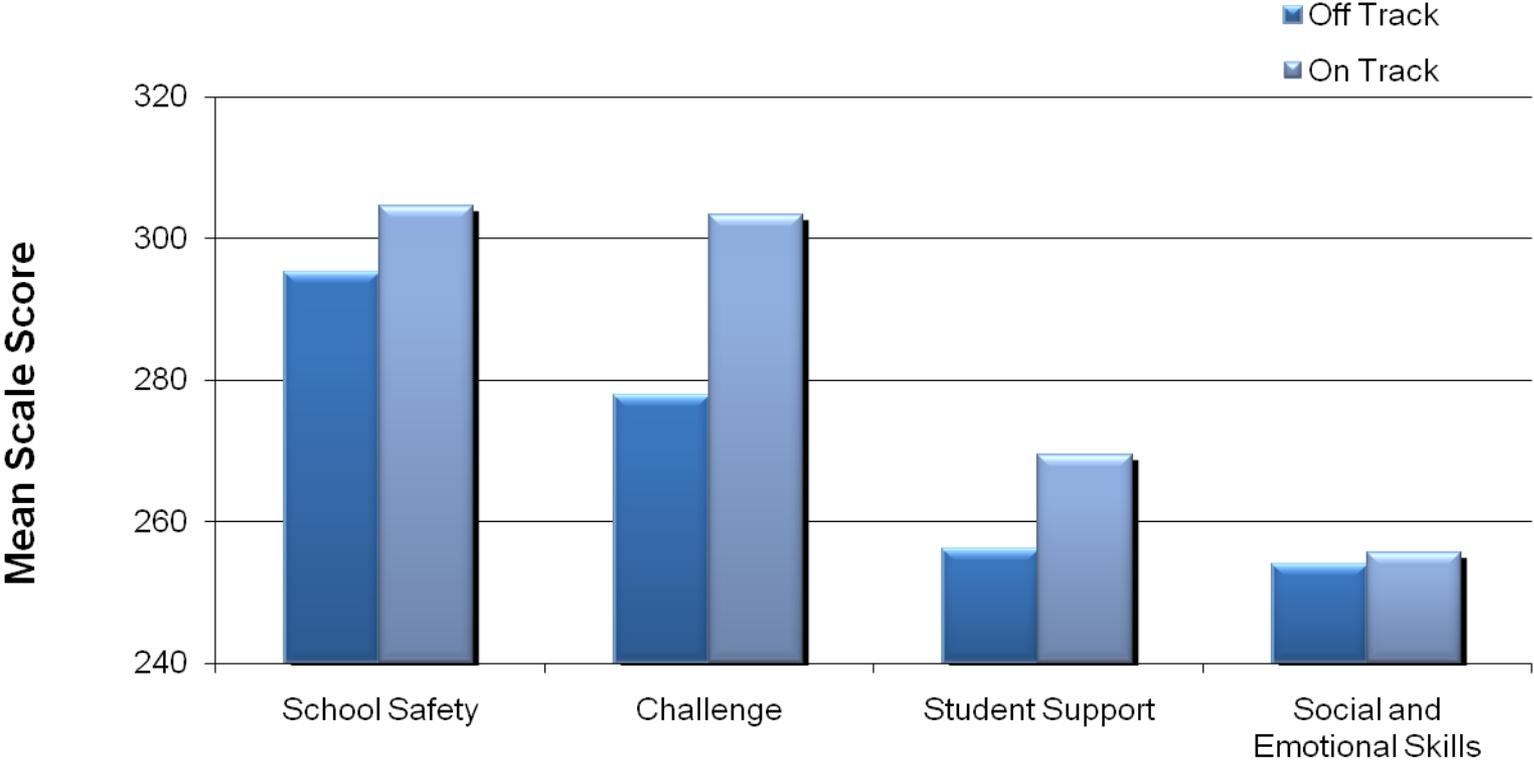
- Purpose of school climate team
- Guiding principles for school climate teams
- Systemic support for team success
- How school climate teams are built
- Focus of school climate team

- **Part 2: Using School Climate Data to Plan for Program Interventions**
(September 2011 Follow-up Webinar)

Purpose of School Climate Teams



Social and Emotional Conditions for Being Off Track



Impact of Safety on Math Achievement: National Surveys



- **NAEP (*National Assessment of Educational Progress*)**
 - At all three grade levels students in schools reporting an above-average climate had higher mean NAEP mathematics scale scores than students in schools reporting average or below-average school climate on the same measure.

- **NELS (*The National Education Longitudinal Study of 1988*)**
 - Adolescent perceptions of connections with teachers predicted academic growth in mathematics.



Why Are Conditions for Learning Important?



- **Maximizing the amount of time that students really attend to learning**
 - E.g., working memory

- **Maximizing the opportunity for the teacher to:**
 - Concentrate and differentiate
 - Teach in the *Zone of Proximal Development*
 - Personalizing instruction
 - Scaffolding learning and support





2006 Student Connection Survey

Dear School Community,

As part of the High School Transformation Project, a multi-year effort focused on helping all high schools improve, CPS has produced the High School Scorecard to share data about our schools in a variety of areas. One area, Student Connection, reports information about student perceptions of safety, educational expectations, school support, social and emotional skills, and extracurricular participation, all of which have been shown to be necessary conditions for learning. These data were collected through a student survey. The survey results for your school are contained within this report.

This report is from the point of view of our students; while their perceptions may not match our own, it is essential that we value and respect their voice. Listening to what the students have to say is an important step toward keeping them engaged as partners in producing meaningful change in our schools.

The data from this survey, together with other information such as attendance, disciplinary referrals, and test gains, provide information to enhance your school's approach to student connection.

I am very proud that CPS is the first large urban school district in the country to systematically measure student connection information, share it transparently, and provide additional tools that school leaders can use to improve in this area. I am confident that your school will be able to use this information to improve the learning conditions and learning outcomes available to all our students.

Sincerely,

Ame Duncan
Chief Executive Officer

What is in this report?

Pages 2-5 of this report present your school's results on the four scales of the Student Connection Survey and compare those results with the district average.

Results are shown as the percentage of students whose responses fall into the excellent, adequate, and needs improvement categories. Results are also shown for subgroups of students.

Pages 6 and 7 of this report present results for individual survey questions; these results should be interpreted with caution because individual items are not as trustworthy as scale scores.

Response Rate by Grade:

Freshmen	56%
Sophomores	70%
Juniors	81%
Seniors	87%

On the back page of the report, you can find suggested next steps for using these results for school improvement. As you work with your school community to make plans for school improvement, remember to focus on all students even if the majority of students rated your school positively.

What role can principals play?

When principals work together with staff, students, and parents on the conditions for learning in a school, powerful instructional communities are built. Principals can personally model the process of using data to make decisions about how to improve schoolwide and classroom practices.

Percentage of students whose responses indicate that your school is performing adequately or better:

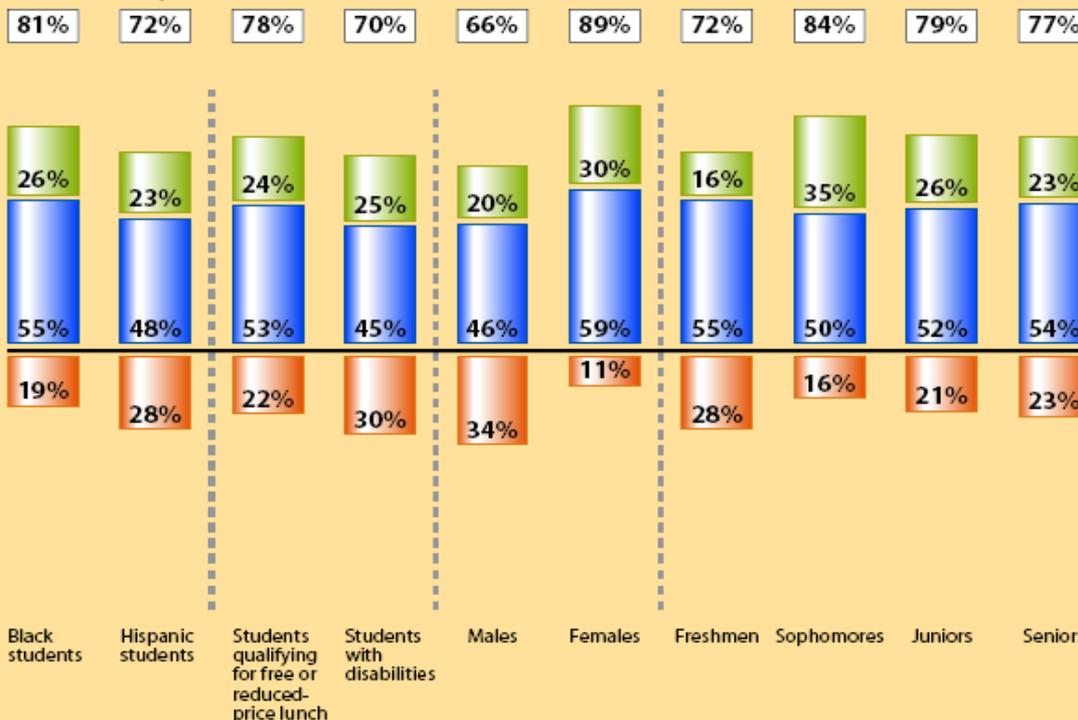
Safe and Respectful Climate	76%
High Expectations	82%
Student Support	79%
Social and Emotional Learning	79%





Results by Groups of Students

Percent Adequate or Above



Results are not reported for Asian/Pacific Islander students, Native American students, White students and English language learners because there were fewer than 10 students in each of these groups in your school.

5



Guiding Principles for School Climate Teams





- Complex problems can be scientifically identified and remedied using best practices.
- The change process requires sustained school-based leadership & local ownership.
- Change requires strategic plans and action steps, and takes multiple years.
- Systems of ongoing quality improvement with a focus on needed modifications with adherence to fidelity and results-based outcomes need to be in place.



Guiding Principles (cont.)



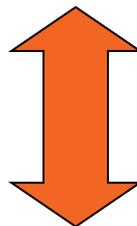
- Universal promotion and prevention requires instruction, reinforcement and generalization.
- When using social emotional learning, it is best to integrate it into academics.
- *Conditions for Learning* concepts can be part of each school's Annual Yearly Progress measures.
- Early and intensive interventions developed & monitored help inform school-wide promotion and prevention activities.



Responsibility for Fidelity to Guiding Principles



School System Leadership Team
Directs Principles & Strategic Plans



School Leadership Climate Team
Manages the implementation of the climate initiatives, & systems,
climate policies and practices as part of school's plan



Support for School-Based Climate Management Team



■ **Critical Authority to Act**

- System's commitment to change/expand its universal mission to include climate
- Commitment of human and other resources – including time
- Commitment to improve, modify, create policies, procedure and practices to improve climate
- Commitment to sustain practices

■ **School Leadership Teams are supported**

- Membership and leadership is inclusive, efficient, trained and resourced





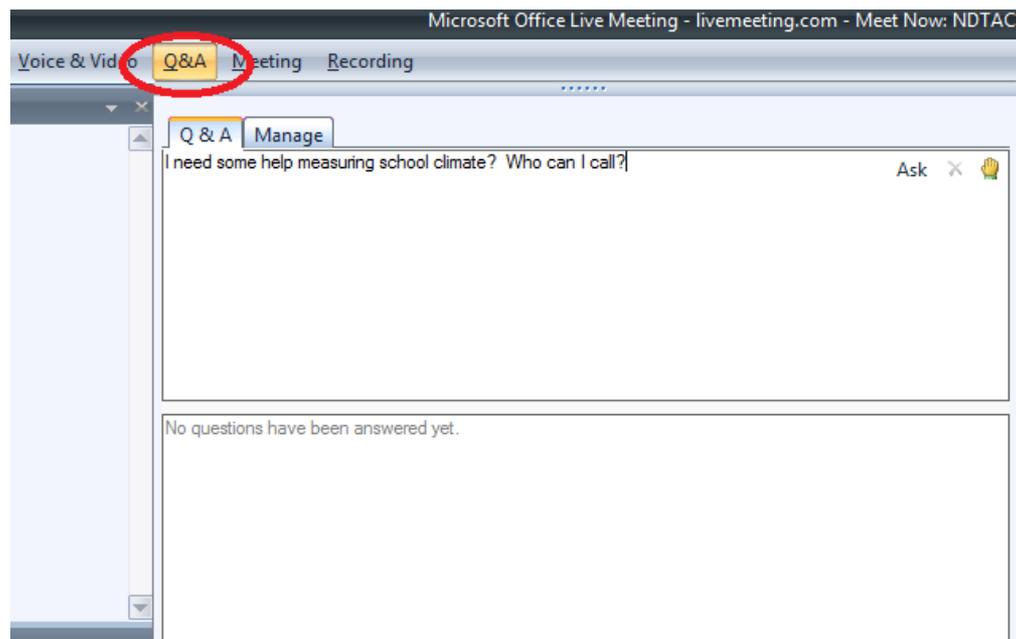
How would you describe the administrative support provided to your School Climate Team efforts? (Actual support if you currently have such a team; anticipated support if you're considering implementing a team.)

- Clear and consistent support. Resources are (would be) regularly provided to operate the team at an effective level.
- Intermittent or irregular support. Resources (would) vary depending upon other issues or priorities being faced within our system.
- Minimal support. Virtually no resources are (would be) made available to support the team's operation.

Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Systemic Support for Team Success



System Level Responsibilities: Overview Climate Team's Goals



- **Start with an evaluation – audit of needs and resources**
 - Should be valid and reliable.
 - Seek unbiased interviewers & observers.
 - Be transparent.
 - Be inclusive in identifying needs and resources – sample all staff students, families, community partners.





- **Analyze Available Data**
 - Reports
 - Evaluations
 - Archival Data
- **Key informant interviews**
- **Stakeholder Outreach**
- **Case studies**
 - Stratified Random Selection of Schools
 - Stratified Random Selection of Classes to Observe and Teachers, Students, Staff, and Families to Interview
 - Expert Informants
 - Observations
 - Examination and Contextualization of School Archival Data





- **Validation Activities**
 - Statistical Analyses
 - Focus Groups
- **Epidemiological Survey of *Conditions for Learning***
- ***Youth Risk Behavior Surveillance System***



Common Challenges Found



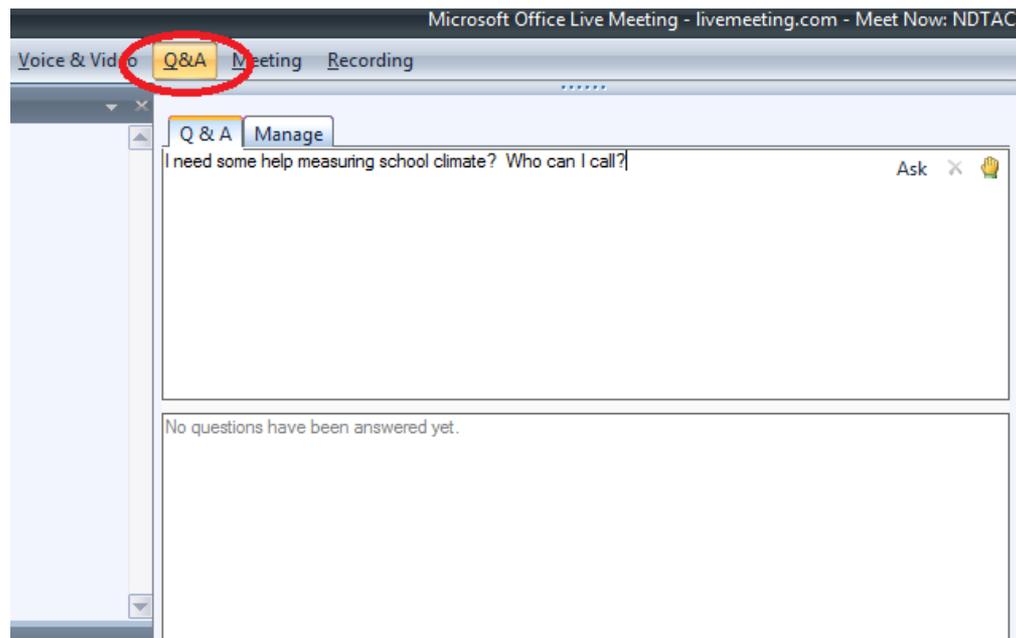
- Lack of systemic approaches
- Lack of monitoring and accountability
- Lack of effective communication between and among agencies, services, police, families and schools
- Cultural, structural, and historical disconnects between agencies and schools
- Fragmentation of services
- Weak implementation of innovative efforts
- Failure to systematize change in most projects – pilot programs not going to scale
- Inconsistency of services across schools
- Poor data systems
- Weak professional development



Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Building a School Climate Team



Characteristics of Strong School Climate Teams



- **Inclusive yet efficient**
- **Connect to multi-tiered intervention team(s)**
- **Use existing leadership team**
 - Creating a parallel team is not efficient
 - Parallel team can reduce *value*
 - Parallel team separates climate from academic mission of school
 - Stress on school's human resources & time



Work at Three Levels



Provide
Individualized
Intensive Supports

Provide coordinated, intensive, sustained, culturally competent, individualized, child- and family- driven and focused services and supports that address needs while building assets.

Intervene Early & Provide
Focused Youth Development
Activities

Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

Build a School-wide Foundation

Universal prevention & youth social skill development approaches, caring school climate, positive & proactive approach to discipline, personalized instruction, cultural competence, & strong family involvement.

Polling Question #4

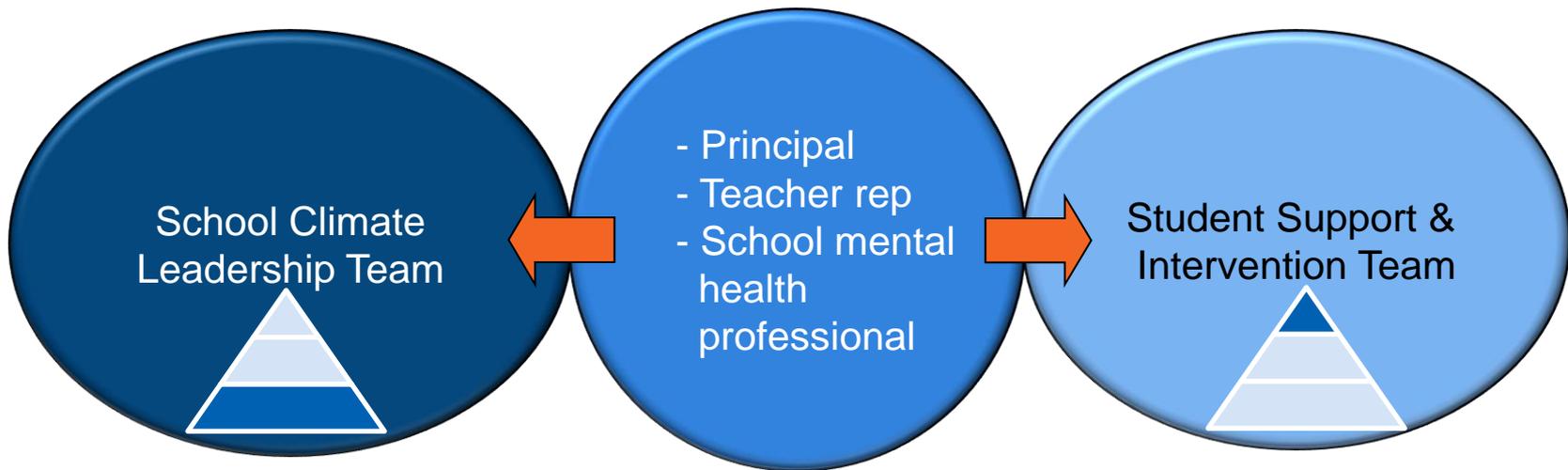


Which of the levels we just considered currently receives the most attention in the school(s) in which you work?

- Building a school-wide foundation
- Intervene early and provide focused youth development activities
- Provide individualized intensive supports
- More than one of the above



Linking climate leadership to student support



Core team members
build the bridge across universal
& individual interventions
Teams.



School Climate Team Membership



- **Five assets for team selection**

- Knowledge – best practices for school climate
- Perspective – represent different interests
- Technical skills – data analysis
- Personal skills – interpersonal
- Legitimacy - respected

- **Stakeholders represented**

- Teachers
- Support staff
- Families
- Safety
- Community agencies & supports





- **Selection Criteria**
 - Political – powerbrokers
 - Administrative – in charge & instructional leader
 - Symbolic – Cultural leaders
 - Functional – Specialized knowledge
- **How chosen?**
 - Volunteers requested
 - Chosen by peers - elected
 - Selected by administrator to represent peers
 - Selected by community agency
- **Other Ideas for Who and How?**



Systems Strategic Plan



- Improve capacity to plan and deploy
- Improve policies, procedures and practices
- Improve school climate
- Provide social emotional learning & reinforcement *
- Provide positive behavioral policies and practices *
- Develop early warning & response system
- Enhance school-agency collaboration
- Enhance family engagement
- Provide focused professional development
- Focus funding & human resources
- Develop quality standards & ongoing improvement





- Implement Strategies developmentally over 5 years
- Employ 3-tiered approach to intervention
- Positive behavioral approaches, social emotional learning and student connectedness
- Build structures to support change
 - District Level
 - Provide appropriate professional development and coaching support
 - Improve and monitor skill set and knowledge of ALL (Paraprofessionals)
 - Target resources that go to schools
 - Utilize stakeholder workgroups to select best practices for all schools
 - Monitor, respond to and support the use of Conditions for Learning data
 - Identify a set of programs and strategies that the district will **use**





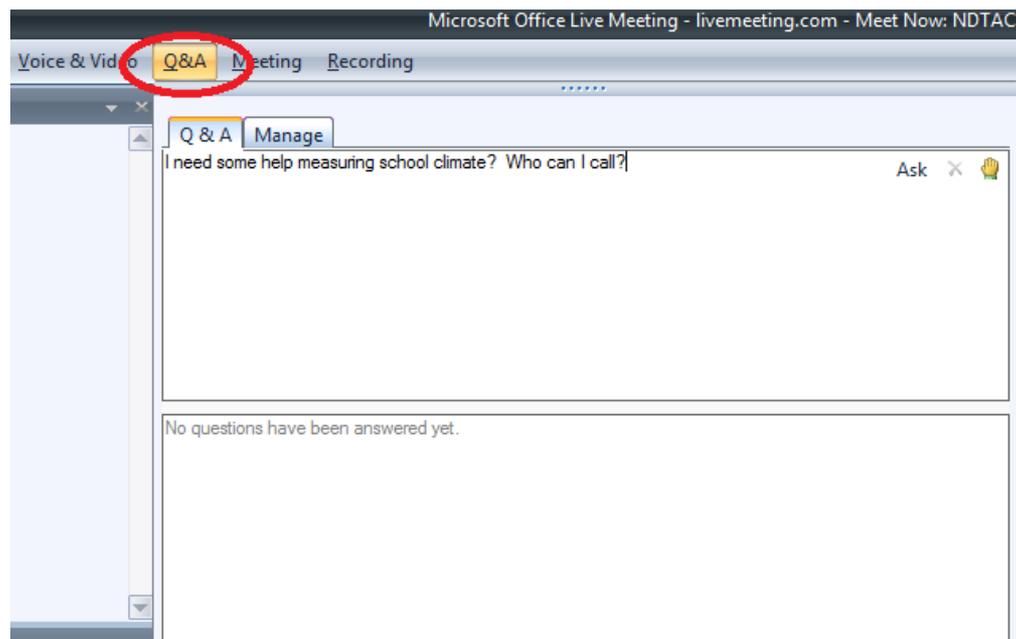
How would you describe the current status of School Climate Team authority within your school's Strategic Plan?

- Clear authority for such a team exists within our current Strategic Plan.
- Language exists in our Strategic Plan that addresses this kind of effort, but does not provide the kind of support we need to be fully effective.
- No language authorizing this kind of work currently exists.
- I'm uncertain whether or not language exists related to this work in our Strategic Plan.

Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Integrated Focus of School Climate Team



Implementing Conditions for Learning for School Climate Team Action



Connection Caring & Trust



- Student focus groups – initial steps
- Class meetings – can connect to SEL
- Advisories for academic guidance and personal behavioral issues
- Extracurricular activities – training sponsors
- Name badges with large print FIRST names for all
- Family liaisons
- Training all staff including safety/security to be respectful



Social Emotional Learning



- Teaching social skills has been shown to increase achievement
- Start with universal SEL in the primary grades – get quickest buy-in
- Use social skills in all school environments – cafeteria, halls, recess
- Train teachers to teach (2 days training) and staff to reinforce (3-6 hours) & give principal's instructional leadership role to ensure instruction happens as required by SEL program
- Provide parent education and tips for home
- Include in language arts, creative writing, and other academic subjects





- Rewrite discipline code using positives
- Provide students and families information to get help for behavioral issues and disseminate as part of code document
- Establish planning centers to replace in-school suspension so that students can be helped to find new ways to address their academic frustration and behaviors
- Provide PD for staff to de-escalate problems and identify early warning signs of academic and behavioral issues
- Train security staff to reinforce positive behaviors
- Establish well managed peer mediation programs
- Utilize student support team to address developing and challenging student behavioral issues



High Academic Standards & Learning Supports



- Design and support effective high standard curriculum and instruction for all
- Establish an effective student support team (SST) with knowledgeable members & make referral process easy – with resources at the table
- Engage all in adopting a problem solving “what works” approach to well identified academic problems
- Ensure that all support challenging academic standards and their instruction – principals
- Support teachers in using individualized and targeted needs based instruction
- Support and resource after school and Saturday instructional supports
- Utilize technology to support curriculum and instruction
- Monitor student progress through SST



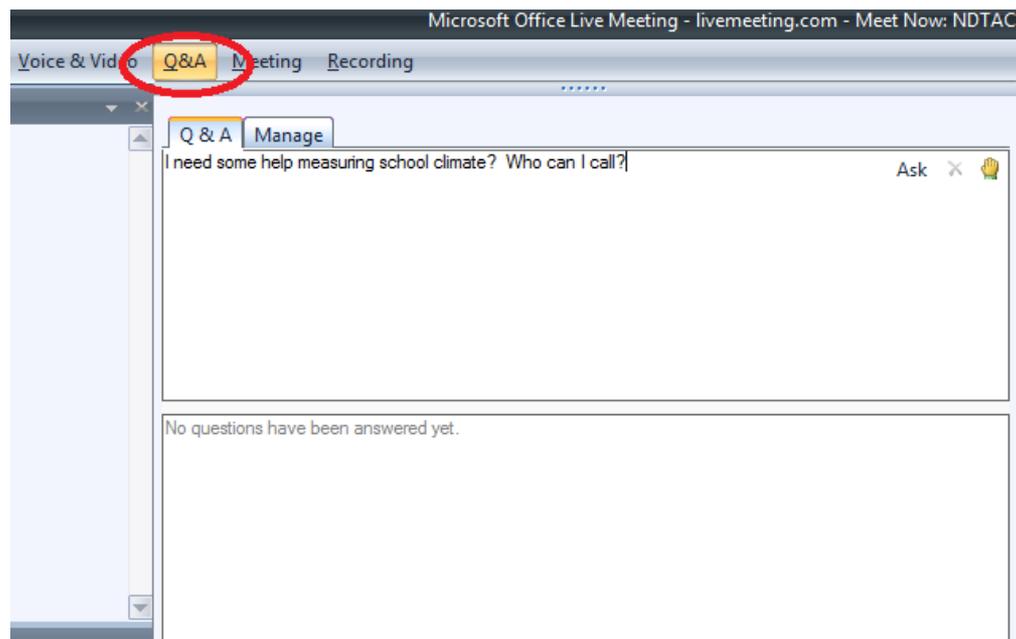


- Planning requires inclusive strong leadership beyond the school.
- Communication and transparency with stakeholders is paramount.
- Training must be ongoing involving coaching and monitoring.
- Data systems must be in place & user friendly.
- Data must be used to examine fidelity & outcomes.
- Climate team must be connected to all levels of intervention services.
- All activities must be aligned & seamless.

Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.





- **Analysis of Survey Data**

May 25, 2011 **4:00 pm – 5:30 pm ET**

May 26, 2011 **11:00 – 12:30 pm ET**

- **Violence Prevention**

June 8, 2011 **4:00 pm – 5:30 pm ET**

June 9, 2011 **11:00 – 12:30 pm ET**

- **Reporting and Dissemination**

June 29, 2011 **4:00 pm – 5:30 pm ET**

June 30, 2011 **11:00 – 12:30 pm ET**



- Student Engagement

July 13, 2011 4:00 pm – 5:30 pm ET

July 14, 2011 11:00 – 12:30 pm ET

- Substance Abuse Prevention

August 24, 2011 4:00 pm – 5:30 pm ET

August 25, 2011 11:00 – 12:30 pm ET

- School Based Climate Teams (Part 2)

September 14, 2011 4:00 pm – 5:30 pm ET

September 15, 2011 11:00 – 12:30 pm ET



1. Dwyer, K. and Osher, D. (2007) *Safeguarding our children: An action guide*. Boston, Sopris West.
2. Osher, D., Dwyer, K. & Jackson, S. (2004). *Safe supportive and successful schools: Step by step*. Boston: Sopris West
3. Osher, D. and Kendziora (2010). Building conditions for learning. Chapter 6, p. 132. In Doll, Pfohl & Yoon, Eds. *Handbook of youth prevention science*. New York: Routledge.
4. Greenberg, E., Skidmore, D., & Rhodes, D. (2004, April). Climates for learning: mathematics achievement and its relationship to schoolwide student behavior, schoolwide parental involvement, and school morale. Paper presented at the annual meeting of the American Educational Researchers Association, San Diego, CA.
5. Gregory, A., & Weinstein, R. S. (2004). Connection and regulation at home and in school: Predicting growth in achievement for adolescents. *Journal of Adolescent Research*, 19, 405–427.
6. Davidson, R. (2002). Anxiety and affective style: Role of prefrontal cortex and amygdala. *Biological Psychiatry*, 51(1), 68-80.
7. Vygotsky, L. (1978). *Mind in society*. Cambridge, MA : Harvard University Press.